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| **Math CAMP 2013 - Breakout 3 10:15 – 12:00 Wednesday** | | |
|  | Rational Objective:  To identify underpinnings of effective facilitation of professional learning in mathematics  *<examples*   * *maintaining a safe environment,* * *recognizing the potential for math fearful participants,* * *focusing on both mathematics and pedagogy (MCK4T),* * *creating conditions for efficacy (e.g creating conditions for experiencing mastery)>*   Experiential Aim:  To increase efficacy as a facilitator of professional learning in mathematics | Materials  Projection unit  Screen  Speakers  Extra paper  Chart paper  Markers  Highlighters  Stickies  Half-sheets of paper in 2 colours (5 per participant0  Sheets of white paper (1 per participant)  Masking tape  BLM2 Symbols on cardstock |
| **Minds On**  10 min | **Activity 1: Whole Group/Hidden Highlights**  *Secretly record one highlight from the plenary on a yellow sticky. Then give it to another participant to stick it on their forehead – no peeking! Each participant will have one unknown highlight on their forehead.*  *The challenge is to discover what your head highlight is!*  *You may ask any other participant two yes/no questions. Once you have correctly identified your head highlight, post it on the Highlight Poster.*  Facilitator Note: Write to title a post-it area. If you have time, organize/group the stickies. | One sticky per person |
| **Action**  10 min | Opening Remarks:  *In the first plenary, Cathy talked about the role of a facilitator and then today she looked at that through the lens of facilitating professional learning of mathematics. In this session we are going to clarify what this means for us.*  Facilitator Note: The ORID process and the name “Focused Conversation” has not been used yet. This is a lived experience and not an explicit identification of the process. ORID - Focused Conversation  ***Objective Level***  **Activity 2: Groups of 4/Think**  *Identify factors from the plenary that support effective facilitation of professional learning in mathematics, specifically. Write one factor per half-sheet of paper. Try to use fewer than 5 words.* | 5 half-sheets of letter sized paper per participant |
| 10 min | **Activity 3: Groups of 4/Video**  *While viewing this video, continue your identification process. After the video, as a group, record any new observation on a different coloured half-sheet of paper.* | 5 half-sheets of letter sized paper per participant (different colour than previous) |
| 10 min | ***Reflective Level***  **Activity 4: Groups of 4/Posting**  *As a group, select one half-sheet of paper with something that intrigues the group.*  <pause>  *Now select one that is daunting.*  <pause>  Now post the remaining half-sheets of paper. | *Masking tape* |
| 25 min | ***Interpretive Level***  **Activity 5: Whole Group/Discussion**  Facilitate pairing of half-sheets of paper.  *Select a pair of* half-sheets of paper *that might go together.*  *Facilitator notes*: Continue pairing and combining similar ideas to make stacks. Place a symbol above each stack. When pairs of half-sheets of paper don’t fit in a stack, start a new stack with a new symbol. Aim to get about 6 stacks of half-sheets of paper. (Sample symbols: circle, star, square, happy face, etc.)  Note: The group will need to resolve the issue of what to do with misfits. | One set of symbols per room  (BLM2\_Symbols) – printed on white cardstock  (8 pieces in one envelope)  masking tape |
| 10 min | **Activity 6: Groups of 4/Naming**  Assign 1 or 2 stacks to each group.  *Represent the contents of your stack with a name.* | 8 half-sheets per room |
| 5 min | **Activity 7: Individual/Dotmocracy**  *Vote!*  *Put a green dot on the stack that is the most relevant and important for your facilitation in the upcoming school year.*  *Put a red dot on the stack that is the least relevant and important for your facilitation in the upcoming school year.* | 1 red dot and 1 green dot per participant |
| 15 min | **Activity 8: Whole Group/Dialogue**  Review participation guidelines:   1. Everyone has wisdom. 2. We need wisdom for the wisest results. 3. There are no wrong answers. 4. The whole is greater than the sum of its parts. 5. Each person will hear others and be heard.   Questions for dialogue:  Do you have any comments about the placement of the green dots?  Possible follow up questions:   * Why is this stack important? * What is it about the components in this stack that make it important? * How do the components in this stack support effective facilitation? * Why are they necessary for math? * What if any components of the stack are underutilized at this time? * Identify any obstacles to successful facilitation of professional learning of mathematics. * How will these ideas affect your work? * What areas need the most attention at this point? * What comments do you have about the themes in the stacks with the red dots? | One copy of BLM3\_Participation Guidelines poster per room |
| **Consolidation / Debrief**  10 min | ***Decisional Level***  **Activity 9: Individual/Reflection**  *Think about a time when you were a facilitator of professional learning of mathematics. Consider our “stacks” and reflect on what you might have done differently. Why?* | 1 sheet of white paper per participant |
|  | If time permits … Further Consolidation  **Activity 10: Whole Group Dialogue; Moving Forward**   * What needs to take place to increase the frequency of the use of these practices? * How will this dialogue and your reflections affect what you do in the coming year? * How can we support each other? |  |